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ABSTRACT

This guide offers a collection of suggestions for teachers and parents of children with disabilities to maximize their access to the general curriculum. These include: the legal requirements concerning access to the general curriculum; principles of access to the general education curriculum; relevant Congressional findings; general education curriculum and statewide testing; the purpose of modifications; suggested adaptations and modifications related to volume of work, time, support, difficulty, participation, and physical adaptations; ways parents and teachers can help students follow directions, pay attention to words, organize, stay on task, work independently, and remember; examples of what participation in the general education curriculum means; the eight intelligences with examples; a quiz to determine a child's strong intelligences; what we know from research about learning; the importance of "hands-on" learning; and parent rights. (DB)

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Students With Disabilities & The General Education Curriculum

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The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization that serves families of infants, toddlers, children and youth with disabilities in Ohio, and agencies who provide services to them. OCECD works through the coalition efforts of the 58 disability organizations which comprise the Coalition.

Established in 1972 and staffed primarily by parents of children and adults with disabilities, persons with disabilities, and education professionals, the Coalition mission is to ensure that every Ohio child with special needs receives a free, appropriate, public education in the least restrictive environment to enable that child to reach his/her highest potential. Throughout Ohio, the Coalition's services reach families of children and youth with all disabilities.

OCECD's programs help parents become informed and effective representatives for their children in all educational settings. In addition, youth are assisted to become their own self-advocates. Through knowledge about laws, resources, rights and responsibilities, families are better able to work with agencies to ensure that appropriate services are received for the benefit of their sons and daughters.

Address: *Bank One Building, 165 West Center Street, Suite 302, Marion, OH 43302-3741*
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COALITION PROGRAMS FOR PARENTS AND SCHOOLS

F.U.N. – (Families Understanding Needs) The training is led by professionals in a very inter-active and hands on approach. the newest techniques of brain based learning and the intelligences are incorporated into the trainings. The atmosphere is relaxed and small group opportunities are provided throughout the presentation. The FUN training consists of nine modules, each designed to meet the diverse needs of individual families. (refer to back page for additional information)

Parent Involvement in Education Project – Supports local level efforts to connect families to appropriate services for their children with special needs, ages 5 – 21. Provides individual parent assistance as well as workshops on the IEP process, Section 504, IDEA '97, specific disabilities, classroom modifications, and other topics.

Technical assistance to **parent mentor projects** of the Ohio Department of Education is provided through statewide meetings, retreats, site visits and telephone consultations.

Parent Training and Information Center Project – Disseminates information to at least 500,000 parents, professionals, and members of the public regarding disability issues. Publishes the FORUM newsletter with subscriber support. Trains parent leaders from diverse parent organizations across the state to support families and to provide personal assistance.

It's My Turn – Curriculum which promotes increased capacity of youth with disabilities to make choices and to advocate for themselves. Students gain the competencies to learn, work, live, and recreate in the community.

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GENERAL EDUCATION CURRICULUM
(THE LAW)

When Congress passed amendments in 1997 to the Individuals with Disabilities Education Act (IDEA), they made it clear that children with disabilities were to progress in the general education curriculum. Gone are the days of the ***LD curriculum, MH curriculum, or even Special Education curriculum.*** This was done to promote learning outcomes for all students, including those with disabilities.

Some schools had to change. How were they to expose children with major disabilities to the general curriculum? The answer is they have to change teaching techniques, and think outside the box in which we all get stuck.

The main goals to remember: What is the purpose of the curriculum and what is this curriculum trying to teach this student? The teacher must always keep an eye on the vision of the child. Education outcomes must always be the focus of the curriculum.

For example, a student with a disability in a Math class needs a calculator for his multiplication tables because he cannot remember his multiplication facts. What if the student could never memorize his multiplication facts? We just don't teach him division? He could still go on to learn the concept of division by using his calculator. In this example, by using the calculator the student is still progressing in the general education curriculum.

Another example is a student struggling with prefixes and suffixes because of his disability. The student still should be learning nouns and verbs, and how to structure a sentence. When the student finally starts to read the teacher will not have to play catch up.

No matter the severity of the student's disability there is something in the curriculum that will benefit the student. Remember focus on the outcome. What part of this curriculum will this student need in the adult world?

All students can learn! We must build on the students' strengths. Diverse learners are resources, ***not*** deficits to the classroom. We need to be creative

to meet the diverse needs of all students. We need to teach compensatory skills and provide appropriate accommodations and adaptations to meet the needs of all students. Schools and parents must be:

- ♥ Challenging students with disabilities to achieve at higher levels
- ♥ Ensuring students with disabilities access to and engagement in the general education curriculum
- ♥ Strengthening the role of parents\caregivers and fostering partnership between families and schools
- ♥ Ensuring accountability in learning of students with disabilities by their participation in state and local assessment programs

"Through access to the general curriculum, effective instructional practices, and high standards, many special education students will improve their academic performance. This will change people's beliefs about what students with disabilities know and can do." (-McIntire)

ACCESS TO THE GENERAL EDUCATION CURRICULUM

- **Access to general education curriculum, the same standards, the same testing (with or without modifications) is a foundation of the new law. It is a shift in thinking for all.**

- **Access to the general education curriculum should not be confused with access to general education. In the past, children with disabilities have had access to the general education setting and may have been included in the classroom, but not the class instruction.**

- **Furthermore, access to the general curriculum, expectations, and content can occur in any setting. Intervention specialists provide instruction in a variety of settings according to student needs, including special classes.**

- **The shift in thinking is that the foundation is the general education curriculum - what everyone else gets. Then, the IEP addresses the specialized instruction necessary for the child to access and progress in the general curriculum.**

- **Systemically, the law clearly requires states and school district's to be accountable for children with disabilities in multiple areas - higher standards, statewide testing, graduation.**

Congressional Findings

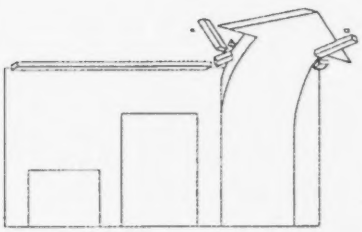
In Reauthorization of IDEA in June 1997, the following passage is include&

(c) Findings - The Congress finds the following:

(1) Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities [PL 105-17: 111 STAT.38]

The goal of education is that all students will have the basic academic, employability, and social skills needed to be prepared for post secondary education, employment, and to be contributing members of society? The federal law sets the foundation for the quality of educational opportunities for children with disabilities. The clear intent of Congress is that, by improving educational results through higher expectations and access to and participation in the general education curriculum, children with disabilities will become adults who are prepared to participate and contribute to society.

Commit to Success: Raise the Bar, Close the Gap, Accept no Excuses!!! (Ohio Department of Education)

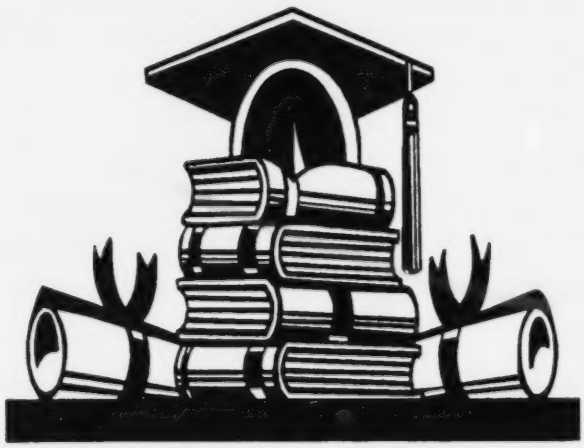


GENERAL EDUCATION CURRICULUM AND STATEWIDE TESTING

Best practices for teaching all students is the expectation that general and special education teachers and others are knowledgeable about strategies which will allow students with disabilities to access and engage in the general curriculum.

The general curriculum is linked to state and district standards and provides an effective and consistent way to monitor progress of students with disabilities.

IEP Teams must identify the needs of students with disabilities and decide appropriate modifications in the administration of student participation in state and district-wide assessments. Modifications must reflect state/district guidelines and may include a change in test procedures or materials, timing, setting, scheduling, presentation or response format, or the use of assistive devices. Modifications used cannot change the meaning or comparability of scores of the tests.



Purpose of Modifications

→ *To provide equal footing for students with disabilities (level the playing field)*

→ *Allow testing of the students knowledge not their disability*

→ *Increase participation of students with disabilities in statewide testing and accountability of progress of children with disabilities*

⇒ Substantial modification in curriculum [OAC 3301 – 13-03 (D)(2)]

⇒ Accommodations and modifications exceed allowable criteria [OAC 3301 – 13-03 (D)(2)]

⇒ Used for ALL students with disabilities

The Ohio Department of Education will develop and conduct alternate assessments for students with disabilities not included in standard assessments by July 1, 2000.

MODIFICATIONS

Any modification that is used in the regular classroom to help a child with a disability succeed in the general education curriculum, can be used on the proficiency test. **These modifications should be outlined on the IEP under the Services column. The only modification that cannot be used is reading the reading test. The directions and questions on the proficiency test can be read to the student but not the content.**

ADAPTATIONS AND MODIFICATIONS THAT CAN BE USED IN THE GENERAL EDUCATION CURRICULUM

Volume of Work - Adapt the number of items that the learner is expected to learn or complete

- ♥ **Reduce or limit the use of scan sheets for test answers**
- ♥ **Reduce the number of items for assigned tasks**
- ♥ **Reduce the amount of copying**
- ♥ **Reduce the number of problems**
- ♥ **Reduce the number of concepts and expectations introduced <u>at any given time</u>**
- ♥ **Reduce the number of terms the learner must learn <u>at one time</u>**
- ♥ **Coordinate assignments with other teachers to avoid overload**
- ♥ **Reduce length of assignments**
- ♥ **Reduce homework assignments, or have parents modify when student gets stressed**
- ♥ **Have students learn 2-3 concepts from each chapter**
- ♥ **Reduce the number of concepts presented a<u>t any given time</u>**

Time - Adapt the time allotted and allowed for learning, task completion, or testing

- ♥ **Individualize a timeline for completing a task**
- ♥ **Allow learner to take assignments home. Allow extra time in-class or outside of class for work completion**

- **Provide additional time on task with an overview of the lesson before actually teaching**
- **Review frequently for test**
- **Allow additional time for preparation by giving a pretest one or two days before the final test**
- **Allow additional time to complete a test**
- **Allow extra time to complete a project**
- **Allow the learner to take short breaks**

Support – Increase the amount of personal assistance with a specific learner.

- **Give frequent comprehension checks during a lesson**
- **Assign peer buddies, teacher assistants, peer tutors, or cross-age tutors**
- **Read the tests aloud**
- **Use groups to write cumulative story or write summary together and\or to each other**
- **Assign peer tutor who has accelerated math skills**
- **Provide cooperative work in small groups**
- **Utilize peer tutors or pairs of students for projects, to study for test or to proofread and correct each other's assignments**
- **Allow students to take tests in pairs or small groups**
- **Allow student to dictate answers to a test to a peer or adult**

- **Provide self-evaluation conferences**
- **Copy notes from presentation so student who cannot write well or listen effectively can have notes to study**
- **Have one student write while the student with writing difficulties dictates responses**
- **Have a peer proof student's work to provide assistance with prewriting activities**
- **Ask parent to provide extra practice for their child at home**
- **Clarify the goals of homework for the student and make adaptations accordingly**
- **Let learners begin homework in class to determine if they understand what is to be done**
- **Prepare study packet so student can get assistance at home**
- **Encourage support between students (e.i., teach students to "ask three then me" when they need help, ask peers for ideas on how their classmates with disabilities can participate more fully in an activity)**

Difficulty - Adapt the skill level, problem type, or the rules on how the learner may approach the work.

- **Allow use of calculators to figure math problems**
- **Prepare an outline with blanks; student fills in the blanks as information is given**
- **Set up a Word Bank (3x5 file boxes) for weekly vocabulary words, spelling words, parts of speech, etc. They may be used later for other work such as creative writing assignments.**

- **Provide page number and paragraph to help students find answers**
- **Number the handouts for reference during the lecture**
- **Simplify written directions by limiting words and numbering steps and page**
- **Provide highlighters for students to use in the classroom throughout the year**
- **Help students highlight or underline important information**
- **Review frequently for tests**
- **Supply a study guide with key concepts and vocabulary in advance for learners to review at home**
- **When giving a test requiring A, B, C, D answers use capital letters and ask students to use capital letters to avoid b,d reversals**
- **Eliminate the choices "All of the Above" and "None of the above" on tests and quizes**
- **Provide a menu of options for students to demonstrate knowledge other than or in addition to tests**
- **Avoid using double negatives in true-false questions**
- **Give alternate test**
- **Vary format (i.e., true-false, multiple choice, short answers, demonstrating tests, matching or essay questions)**
- **Give students choices for testing**
- **Encourage the students to select the method of writing which they find most comfortable**

- ♥ **Have students repeat directions back to you**
- ♥ **Simplify task directions**
- ♥ **Change rules to accommodate learner's needs**
- ♥ **Use high interest/low level books to motivate students to read**
- ♥ **Assign projects that allow students to be creative (shadowboxes, puppets, videos, summaries on tape, role playing, etc.)**
- ♥ **Allow students to read extra books in place of a test or more difficult project such as creative writing**
- ♥ **Provide opportunities for students to vary activities rather than to read all period**
- ♥ **Let learners choose assignment (i.e., odd or even questions)**
- ♥ **Make homework relevant to what has been covered in class**
- ♥ **Write key words on the board or overhead and read them aloud**

Participation - Adapt the extent to which a learner is involved in the task

- ♥ **In social studies, allow a student to locate just the states while others learn to locate capitals as well**
- ♥ **In social studies, allow some learners to color a map while others label the map**
- ♥ **In reading, teach one student to pronounce key vocabulary words while others learn their meaning as well**
- ♥ **In reading, while one group is engaged in reading aloud, others will listen to a taped story**

- **Some learners will discuss concepts while others use selected computer programs for reinforcement**
- **Some learners will create graphs using blocks while others use collected data to create a graph**
- **Some learners will find related pictures in magazines of concepts presented while others use resource material to research information**
- **Some learners will use clay to create a setting in a story while others describe the setting orally or in writing**
- **Some learners will make puppets of characters in a story while others create skits for role play**

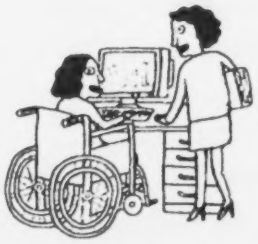
Physical Adaptations - Adapt the environment to meet the needs of individual students

- **Students sensitive to fluorescent lighting may need to wear a baseball type cap to shield their eyes in the classroom**
- **Structure the daily schedule to provide a wide variety of activities (i.e., large group instruction, small cooperative group work, individual assignments, learning centers that allow physical movement, discussion, hands-on exploration, and creative expression)**
- **Allow students short breaks from work to move around within or outside of the classroom**
- **Use graph/column paper for assisting organization to solve problems**
- **Order "Talking Books" from Recordings for the Blind and Dyslexic**
- **Use books on CD ROM to teach literature to nonreaders**

- **Use specially designed furniture**
- **Enlarge test print**
- **Provide extra pens, pencils, paper, and other materials needed to complete writing assignments**
- **Provide specially lined paper with wider spacing for those learners having difficulty writing within the lines or margins**
- **Use a computer keyboarding program for students with writing legibility problems**
- **Sit visually handicapped students close to the board/activity**
- **Face hearing handicapped students when you are speaking**
- **Students who need assistance should be seated where they are readily accessible**
- **Arrange desk to minimize distractions (i.e., away from the doorway and windows, close to where the teacher teaches)**
- **Tape papers to desk or table**
- **Hold papers in place with magnetic strips**
- **Enlarge pencil grips, Large crayons**
- **Identify personal space**
- **Use FM system for hearing handicapped learners and or have an interpreter**

There are simple things parents and teachers can do to help children with disabilities in the regular classroom. If the student has trouble in:

Following directions



- ♥ **Vary your verbal style (tone, volume, etc)**
- ♥ **Use fewer words**
- ♥ **Use visual example with a hands-on example**
- ♥ **Increase eye contact**
- ♥ **Provide written and verbal directions**

Paying attention to printed and spoken words

- ♥ **Use non-verbal signals**
- ♥ **Seat near teacher**
- ♥ **Seat next to well focused students**
- ♥ **Use physical prompting (hand on shoulder)**
- ♥ **Use visual prompting (eye contact)**

Organizing

- ♥ **Highlight**
- ♥ **Underlining, number**
- ♥ **Keep desk clear of extras**
- ♥ **Overhead transparency**
- ♥ **Cover page that is not being read**
- ♥ **Give explanations in small, distinct steps**
- ♥ **Provide oral backup to written directions**
- ♥ **Have student repeat directions**
- ♥ **Use buddies, tape recorder**
- ♥ **Shorten the listening time**
- ♥ **Alternate spoken and written manipulative task**
- ♥ **Look directly at student; place hand on student's**
- ♥ **shoulder**

Staying on Task

- ♥ **Reduce distractions**
- ♥ **Provide checklist**
- ♥ **Reduce amount of work**
- ♥ **Use for short periods of time for work**
- ♥ **Increase positive reinforcement for time on task (i.e., verbal praise)**
- ♥ **Schedule breaks**

Working in Groups

- ♥ **Provide a responsible partner**
- ♥ **Place in a group with well focused students**
- ♥ **Provide structure by listing steps**

Working Independently

- ♥ **Provide task on student level**
- ♥ **Provide variety to assignment**
- ♥ **Reinforce often**
- ♥ **Give precise and individual direction**
- ♥ **Provide a checklist for assignment completed**
- ♥ **Use silent time**

Remembering

- ♥ **Teach a variety of memory strategies: association, paring, acronyms, songs, rhymes**
- ♥ **Practice visualizing**
- ♥ **Teach how to memorize in small chunks, covering information up, self-checking**
- ♥ **Repeat information orally**

Reading and comprehending

- ♥ Tape record text
- ♥ Shorten amount of reading
- ♥ Oral reading in small groups at the same reading level
- ♥ Use reading marker or cover up
- ♥ Use peer tutors\reading partners
- ♥ Color code vocabulary definitions and important facts
- ♥ Enlarge pages
- ♥ Underline or circle important facts
- ♥ Allow extra time for reading
- ♥ Give oral tests
- ♥ Omit reading assignments

WHAT DOES PARTICIPATION IN THE GENERAL EDUCATION CURRICULUM MEAN?

- **Experiencing activities prepared for specific grade levels or for students in the entire school**
  (i.e., the eighth grade class will be taking a trip to Washington D.C. in May of this year)

- **Experiencing activities that are designed around themes and units for all students in the school.**
  (i.e., there will be a pep rally during 8th period today to support our team)

- **Experiencing activities that are designed around specific grade level or subject areas.**
  (i.e., The sixth graders will be working on writing skills this nine weeks)

- **Experiencing course content, goals, and objectives that are present in every grade level for every subject as per all students in the school.**
  (i.e., this nine weeks all of South Schools Social Studies classes will be studying the election process because of the upcoming election.)

- **Experiencing all subjects at all grade levels according to goals and objectives as they currently exist before determining any modification to these goals and objectives.**
  (i.e., the entire middle school will be required to participate in Science Fair this year)

- **Experiencing choices in courses and subjects in the same manner as all students in the school.**
  (i.e., all eighth graders will be meeting to discuss their choices for course of study next year. Their choices are College Prep, Tech Prep, Joint Vocational School, or Regular Education)

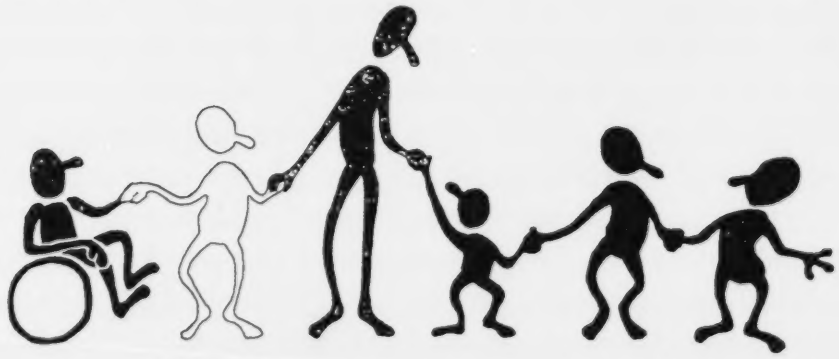
- **Participating in after school activities sponsored by the school in the same manner as all students in the school.**
  (i.e. Signup sheets for photography club are posted in the office.)

- **Experiencing activities that occur within and between the grade and subject levels in the same manner as all students in the school.**
  (i.e. There will be a guest speaker today to talk about Kent State University.)

- **Experiencing the same interaction with technology as all students in the school.**
  (i.e. "Of course, Mrs. Smith there are computers in the Resource Room.")

- **Experiencing the same access to subjects and courses in the regular education classroom as all other students in the school with or without accommodations before decisions are made to remove students from the classroom for that particular course or subject.**
  (i.e. John will be doing a book report in history too, but his will be done orally.)

- **Regular movement of students and teachers between regular and special education classes for specific subject in order to maximize the same experiences as all other students in the school.**
  (i.e. John participates in regular history class, but his tests are given in the resource room.)



Students with disabilities having access to the general education curriculum does not necessarily mean the child will be in the regular educational classroom. For some children with disabilities this setting is not **appropriate.** It is the IEP team who decides where services will be provided.

Students with disabilities having access to general educational curriculum, doesn't necessarily mean that progress expectations are the same for all children with and without disabilities.

Adapting to all learning styles to provide the general curriculum will be the most effective way to engage all students in the curriculum. Parents are experts in how their children learn. Schools and parents must work together as a team. Neither the school, nor the parent can educate a child without the help of the other.

Parents - know your child's learning style!

Howard Gardner, a well-known psychologist talks about multiple intelligences theory. Gardner defines intelligences as:

- The ability to solve problems that one encounters in real life
- The ability to generate new problems to solve
- The ability to make something or offer a service that is valued within one's culture.

He feels each person has all of the eight intelligences. His belief is there are many ways to be intelligent within each category, and that all intelligences work together. He questions traditional ideas about intelligence.

THE EIGHT INTELLIGENCES

1. **VERBAL/LINGUISTIC (Orator/Writer/Attorney)**
   - **Sensitive to meaning, order and sound of words**
   - **Varied use of language**
   - **Avid talkers, good speakers**
   - **Word games**
   - **Enjoys listening to and reading stories**
   - **Write and/or dictate stories**
   - **Rhymes, poetry**

2. **LOGICAL/MATHEMATICAL (Scientist/Philosopher)**
   - **Able to handle long chains of reasoning**
   - **Recognize patterns in words**
   - **Quick to learn equivalencies**
   - **Rapid problem solving**
   - **Enjoys logic and order**
   - **Enjoys dealing with abstraction**
   - **Board games**

3. **MUSICAL (Entertainer/Musician)**
   - **Ability to perceive pitch, tone, and rhythmic pattern**
   - **Well developed auditory sense and discrimination**
   - **Ability to create, organize rhythmically and compose music**
   - **Dance**
   - **Picks up melodies easily and remember songs**
   - **Singing/Musical**
   - **Sensitive and drawn to sounds**

4. **VISUAL/SPACIAL (Architect/Engineer/Sculptor)**
   - **Ability to create complex mental images**
   - **Ability to find your way mentally and physically around in an environment**
   - **Ability to see the physical world accurately and translate it into form**
   - **Mind maps**
   - **Imagery and guided visualizations**
   - **Visual support..videos, pictures, photos**

5. **INTERPERSONAL (Counselor/Minister/Teacher)**
   - **Ability to notice and discern subtleties among others, such as moods, temperaments, motivation, and intentions**
   - **Easily makes friends**
   - **Responds to facial cues and body movements**
   - **Recognizes and empathizes with other's feelings**
   - **Cooperative learning**
   - **Communication skills**
   - **Social skills**

6. **INTRAPERSONAL (Poet/Efficiency Expert)**
   - **Well developed sense of self**
   - **Talks about and understands emotions**
   - **Self reflection**
   - **Introspective writing prose, poetry, or journal writing**
   - **Excellent self planners**

7. **BODY/KINESTHETIC (Athlete/Dancer/Actor)**
   - **A fine tuned ability to use the body and handle objects (fine and gross motor skills)**
   - **Able to express emotion through bodily movements**
   - **Physical movement and dance**
   - **Total physical repose**
   - **Mime/Creative drama**

8. **ENVIRONMENTAL/NATURALISTIC**
   - **Relates everything to the Environment or Nature**
   - **Compares animals and plants to their own life (young/spring, old/winter)**
   - **Rationalizes everything by cause and effect naturally**

Below is a quick quiz on what intelligences are strong for your child.

Circle the number of those descriptions that you feel apply to your child.

1. Your child easily remembers nice turns of phrase or memorable quotes and uses them in conversation.

2. Your child can sense quickly when someone he is with is troubled about something.

3. Your child is fascinated by scientific and philosophical questions like "When did time begin?"

4. Your child can find his way around a new area or neighborhood very quickly.

5. Your child is regarded as quite graceful and rarely feels awkward with her movements.

6. Your child can sing on key.

7. Your child regularly reads the science pages of the newspaper and looks at magazines on science or technology.

8. Your child can note other people's errors in using words or grammar, even if they don't correct them.

9. Your child can often figure out how something works or how to fix something that is broken, without asking for help.

10. Your child can readily imagine how other people play the roles they do in their work or families and imaginatively see herself in their roles.

11. Your child can remember in detail the layout and landmarks of places she has visited on vacations.

12. Your child enjoys music and has favorite performers.

13. Your child likes to draw.

14. Your child likes to dance.

15. Your child organizes things in his room according to categories and in patterns.

16. Your child feels confident in interpreting what other people do in terms of what they are feeling.

17. Your child likes to tell stories and are he/she is considered a good storyteller.

18. Your child sometimes enjoys different sounds in his environment.

19. When your child meets new people, she often make connections between their characteristics and those of other acquaintances.

20. You feel your child has a keen sense of what he can and can't do.

If all three of any of the following trios applies to your child, they probably are strong in that intelligence. Even if they haven't cultivated it.

Questions 1,8 and 17: linguistic intelligence

Questions 6, 12, and 18: musical intelligence

Questions 3, 7, and 15: logical-mathematical intelligence

Questions 4, 11, and 13: spatial intelligence

Questions 5, 9, and 14: bodily kinesthetic intelligence

Questions 10, 16, and 20: intrapersonal intelligence (knowing your self)

Questions 2, 10 and 19: interpersonal intelligence (knowing others)

What kind of intelligence Is your child?

Whatever your child's strongest intelligences might be, by focusing on their learning through their best areas you can make it easier, more rewarding, and more fun to learn.

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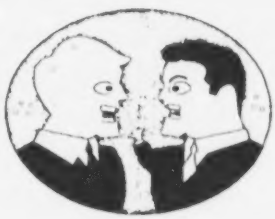
EXAMPLES OF THE EIGHT

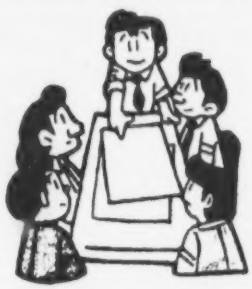
General Education Curriculum requires the student to learn his/her multiplication tables.

VERBAL/LINGUISTIC



- « Recite multiplication facts to another student repeatedly
- « Recite multiplication facts out loud in a sing song voice
- « Write a story with multiplication facts
- « Right a poem with multiplication facts

LOGICAL/MATHEMATICAL



- « Write out multiplication facts and find the patterns within the numbers
- « Develop a board game with a multiplication grid
- « Repeated time tests
- « Read story problems and solve

MUSICAL

- « Put multiplication tables to a song
- « Have each multiplication table recited in a different pitch the higher the number the lower the pitch
- « Put multiplication tables to a dance with music

VISUAL/SPACIAL

- « Flash cards of multiplication facts
- « Matching multiplication facts to answers
- « Do multiplication story problems with pictures
- « When multiplying use different colors for the place values

INTERPERSONAL

- « Working with a partner and verbally going over multiplication facts
- « Use as a peer tutor
- « Have them be the person who shows flash cards
- « Have them tell a story with multiplication facts (i.e., the family of 3's)

INTRAPERSONAL

- « Needs to tell how knowing multiplication helps him/her in daily life
- « Write a journal on the multiplication facts he/she does not know and how often multiplication was used during that day
- « Writes a plan and time table on how long it will take to learn the facts not yet known
- « Write a poem with all multiplication facts in it

BODY\KINESTHETIC

« Use objects by moving and demonstrate multiplication facts

« Do multiplication facts to a dance

« Play multiplication hop scotch

ENVIRONMENTAL/NATURALISTIC

« Compare multiplication facts to nature (i.e., two bees are pollinating six flowers each. How many flowers will be pollinated?)

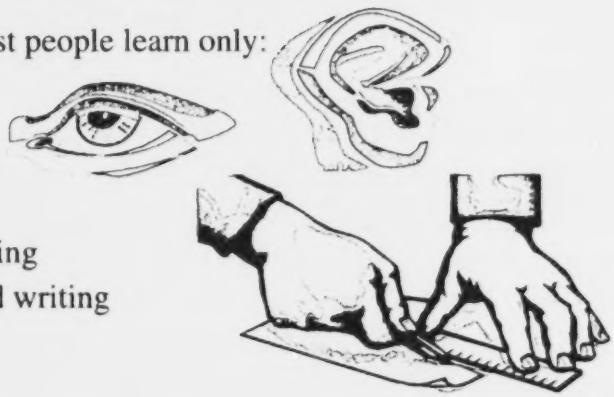
« Relating multiplication facts to the size of your family

« Relate multiplication tables to apples, leaves, nuts, etc falling from the trees during spring, summer, fall, and winter.

« Relate multiplication facts to throwing stones in a lake and counting the ripples in the water. (i.e., what happens when you throw two stones?)

What do we know already from research?

Research has shown us that most people learn only:



- 10% from reading
- 20% from hearing
- 30% from seeing
- 50% hearing and seeing
- 70% from saying and writing
- 90% from doing

If you have a child with a disability and one of these avenues is blocked because of their disability, wouldn't it make more sense to use all ways we learn. If teachers are giving directions to a class orally, why not write these directions on the board, show them an example, and have them do one question with the teacher overseeing and instructing them. Then have each student instruct another student on how to answer the question. Not only would the child with the disability better understand, all students would benefit no matter what the learning style.

For program development and success the teacher/parent must understand what the curriculum is trying to teach, what teaching strategies are needed to reach all students no matter the learning styles and will this work in the environment provided in the classroom or at home.

Remember the more the brain works the more it becomes capable of doing.

Students need to have:

- active interest (visual, hands on)
- involvement in a wide variety of stimuli (music, visual, hands-on)
- active physical involvement (moving around the room, throwing an
- object as you make different points)
- repetition (over and over)
- active exploration and investigation (using the environment to reinforce what is being taught)

They also need multi-sensory stimulation linking language to sensory input.

It would seem to be easier to incorporate a teaching plan that covers all learning styles than to try to have a different style for each student. The more ways you teach, the more students you reach.

Students in this day and age want to know "what's in it for me?" No longer is it the day of "because I say so." Teachers have to present the curriculum in a way that is meaningful and relevant to students today. Everyone learns if they are enjoying the curriculum.

REMEMBER:

"WHETHER YOU THINK YOU CAN OR WHETHER YOU THINK YOU CANT YOU ARE PROBABLY RIGHT."

Henry Ford

WHAT IS "HANDS-ON" LEARNING?

A majority of our population learns hands-on. What this means is a student learns through experiencing curriculum by doing, rather than being told about it. An example would be instead of reading about or being told how flowers grow from a book, the student would grow a flower. They would use their knowledge by planting, watering, and watching the flower grow. How often has someone told you "I won't know how to do this until I do it myself"? It doesn't matter how many times you tell them, they still have to do it for themselves.

Teachers/Parents need to be a coach of learning and not the person giving all the information. Let the students understand through their own effort by hands-on doing and inquiry.

Hands-on teaching can be the most difficult way to teach but almost always is the most rewarding. It will take a lot of creativity to develop teaching techniques to incorporate "hands-on" learning.

CHINESE PROVERB

"Tell me - I forget.
Show me - I remember.
Let me do - I understand."

Another way to get information on how your child learns is to go over the multi-factored evaluation. The School Psychologist should have outlined your child's strengths and needs. Once you have discovered what learning style your child has, make sure this information goes on his/her IEP.

Once everyone knows how a student learns the rest is easy!

Remember. . . Parents are the experts where their children are concerned. Know what your rights are and educate yourself.

Suggested reading:

You and the IEP

Parents' Guide to MFE's

Both are free to parents by calling 1-800-374-2806.

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